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ABSTRACT

The self- and career-assessment activities contained in this booklet, together with the summary sheet (score card) which each student will produce, provide a structured process for students to examine their preferences, aptitudes, and value systems and compare them with the requirements and attributes of thirty-five specific careers. Aimed primarily at students without work experience, this guide is intended to help students better understand themselves and the world of work, and begin to see points of similarity and conflict between their self-perceived strengths and weaknesses and the demands of jobs and careers. The booklet is arranged in three sections--rewards, requirements, and environment--with seventeen topic areas for group discussions, a "summing up" section in which the students arrive at scores for the match between their preferences and the requirements or attributes of the thirty-five individual careers included, and a concluding section containing suggestions for continued future planning and checklists for finding and getting jobs. Appended are Notes to the Counselor for each of the three major sections, plus sections on summing up, and career planning and job finding. (KC)

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Counselor Edition

A GUIDE FOR OCCUPATIONAL EXPLORATION: ACTIVITIES IN CAREER AND SELF-ASSESSMENT

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CE 027 678

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NATIONAL INSTITUTE OF EDUCATION

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TO THE COUNSELOR

The self- and career-assessment activities contained in this booklet, together with the summary sheet (score card) which each student will produce, provide a structured process for students to examine their preferences, aptitudes, and value systems and compare these with the requirements and attributes of 35 specific careers. It is primarily intended for students without extensive work experience. It is intended to help students better understand themselves and the world of work, and begin to see points of similarity and conflict between their self-perceived strengths and weaknesses and the demands of jobs and careers. Although it is written mostly for group discussions and group counseling sessions, it can be used in individual counseling (for some students) as a self-instructional package.

It is not a substitute for standard interest surveys, aptitude tests, vocational instruction, or professional counseling. It is, rather, intended as a guide for partly self-directed and partly collaborative career planning, to be used in interaction between students and counselor. Thus, it is seen as a resource--a tool for enhancing current programs or providing a base for local program development.

The booklet is structured into 17 topic areas for group discussions (the first three sections), a "summing up" section in which the students arrive at scores for the match between their preferences and the requirements or attributes of the 35 individual careers included, and a concluding section containing suggestions for continued future planning and checklists for finding and getting jobs.

The first three sections are structured into rewards (Section I, four topic areas); requirements (Section II, 7 topic areas); and environment (Section III, 6 topic areas). For each topic area, the student is given a series of activities to prepare for group discussion (questions to think about and try to answer, words or phrases to look up if necessary, preliminary decisions to make, etc.). In each case, the questions can form the basic agenda for the discussion session, with students expected to come to general conclusions as to how they feel about the topic, and particularly how important it is to them. An important role for the counselor in these discussion sessions is the selection of five jobs (or careers) from the list at the end of this section (and repeated on the score sheets at the end of each topic for student reference) for specific discussion in connection with the topic. It is important that these be highly relevant to the topic under discussion, since the student, at the end of the discussion, is in effect rating the job at the same time he/she is rating the quality and importance of the topic. These ratings are entered on a summary sheet (Section III) to provide a quick reference sheet on the students' overall choices, for use in later individual career counseling.

The fifth and last section contains some suggestions for further reading (you may want to suggest some additional ones) to motivate a continuing career planning process, and checklists for finding and getting jobs. This is primarily a reference tool for students, but you may wish to use it as a basis for discussion.

The "Notes to the Counselor" preceding each section make specific suggestions for structuring the topics and ratings contained in each. These suggestions are only examples; the materials are intended as resources and can be used in many ways as defined by counselor ingenuity and imagination. All of the student materials, which come in a separate edition, are reprinted in this counselor edition for your convenience in structuring a program around them.

You may want to use the booklet in total, as printed, or possibly separate the exercises for targeted use with certain students or at certain times.

Detailed suggestions for the use of the guide by students--and for each individual activityand exercise--are contained in the student preface which follows and in the text. Please read the entire guide carefully, in order to determine its best use in your school situation.

PREFACE: TO THE STUDENT

Introduction

This booklet has been prepared to help you assess your likes and dislikes (as much as you are now able to decide on them) in comparison with 35 of the most common jobs or careers. It has five sections. The first three sections contain 17 discussion topics for use in sessions with your counselor. Each of the topics has suggested activities for you to perform to prepare for the discussion session on the topic. The 17 topics contain the 224 most often asked questions about careers and a total of 178 key words and phrases you will need to know in order to make informed career decisions. At the end of each topic, there is a "score sheet" on which you will rate your preferences on the topic after your discussion with the counselor.

Section IV is a "summing up" section in which you will tabulate all your answers against the 35 jobs used in the topic discussions, plus any additional ones which you or your counselor may have added during the discussions.

Section V provides some helpful hints on continuing the process of career planning and on finding and getting jobs once decisions have been reached.

Preparing to Use This Booklet

Think about the following questions:

- What is a career?
- When should I decide upon a career?
- Why should I concern myself with career planning?
- Where can I get knowledge about possible careers?

Since all of these questions are very important, let us look at each of them separately.

What is a career?

Your career will include much more than just your job. Your career covers your past experiences, your present efforts (both vocational and recreational), and your future plans and expectations. Your career will be your "mark" on your family, your community, and on society.

When should I decide upon a career?

You will be making career decisions all your life. Career planning is a lifelong process. For now, you should concentrate on such questions as:

(1) What sort of job should I select to enter the world of work?

(2) What skills and/or training do I need to get that job?

(3) How will this job fit into my overall career plans?

Why should I concern myself with career planning?

Whether you plan for it or not, you will have a career. If you resort to an unplanned career, you may or may not find yourself in satisfying work situations. By making career plans, you are improving your chances of getting what you want from life.

Where can I get knowledge about possible careers?

One of the main goals of this booklet is to help you begin to become more knowledgeable about the world of work. As you narrow your choice of careers and make tentative choices, you will need to gather specific information about those choices. One very important way of becoming more knowledgeable about occupations is by using the activities in this booklet to gather more information.

Another very important way to gather career information is to utilize some of the authoritative and appropriate materials that you should be able to obtain through your counselor or your library, including such standard references as the Occupational Outlook Handbook and the Dictionary of Occupational Titles.

You and Your Career

What makes you? How have the last 16-18 years produced the person who stares back at you from the mirror? That kind of question is not answered in one school year. It is the question of a lifetime--continually asked but never totally answered.

If you really think about it, you have been evaluating career options all your life. Even as a youngster, you thought about careers. You thought mostly of what you would like to be when you grew up. More recently, you thought of what you would like to become--of several jobs or occupations you would like to have when you grew up. In the last three or four years, you have begun to think of the kind of work you might want to do. However, you probably made these decisions with very little information about or understanding of what really working on a job like that would be or how you would go about getting such a job.

As a youngster, your knowledge (information) about careers was limited to what you picked up from parents, relatives, neighbors, TV, and personal observation of service workers who came to fix things. More recently, you have noticed

that the world is changing a great deal. A girl can become a coal miner, medical doctor, or telephone lineman; a boy can be a nurse, a clerk typist, or nursery school teacher. As you have grown older, you have begun to put some of it together.

How can you find some of the answers to questions relating to what career(s) you might wish to pursue? You can do this by adopting a strategy for looking at careers and comparing different career areas. You must collect information about yourself and the job--information required for a reality-based (as opposed to a fantasy-based) decision.

By learning a consistent decision-making strategy, you can eventually make some realistic decisions about careers. Satisfying careers come about from a series of decisions you make throughout your lifetime about jobs you will pursue. This booklet will help you do that, if you follow a few simple steps:

(1) Look at yourself first. People on the fantasy level look at careers with their imagination, hopes, and wishes, rather than with their intellect, memory, and their analytic skills. To get beyond fantasy, you must consider personal factors and ask yourself:

- What are my basic interests?
- What do I consider myself to be good at?
- What are my personal aptitudes?
- What is my physical condition?
- What sorts of work conditions and situations do I best tolerate?
- What occupations am I suited for in terms of my personality or temperament?

(2) Expand your career outlook. How many different careers do you really know anything about? If you are like the average high school student, the answer is probably not many. You have spent most of your time in a classroom, learning the skills you need just to function in school. While you may not know much about careers, you do know quite a bit about yourself. By comparing your personal characteristics with the requirements of various occupations, you can explore careers for which you are potentially suited, but which you may have never considered.

Using the Exercises in This Booklet

This preface is written first of all for you students who will be using this booklet; it is also written for your counselors, who will be helping you over the rough spots on the road to career development. However, you and they

must realize that you can't plan your entire life by just working through these exercises. Objective tests, interviews, counseling, and up-to-date occupational information are also needed for career planning.

This is neither an objective test nor a self-directed workbook. It is not a substitute for many years of carefully evaluated school and work experiences. It should, however, help in self-directed and collaborative career planning, when used in interaction with teachers and/or counselors. It has been specially constructed to enable high school students to explore the occupational world. It is intended to help you better understand yourself and the world of work, and then begin to see the points of both similarity and conflict between your own strengths and weaknesses and the demands of jobs and careers.

The topics in the first three sections have been designed so that you can use them alone, in preparation for one-on-one discussions with your counselor, or in group discussions. Your counselor will decide how best to use them and will tell you when to prepare for a discussion session. There are directions at the beginning or each section and in each of the topics. The counselor will show you how to use the score sheet at the end of each topic, and the score card in Section IV to firm up your choices about many common careers.

SECTION I

Rewards

Notes to the Counselor

1. This section contains four discussion topics that encourage students to look at job rewards in terms of achievement, personal fulfillment, security, and pay and benefits. Pay and benefits, although most students might place it first, has been placed last--in order that the students consider the others first, placing the tangible rewards in appropriate perspective. Obviously, they can be discussed in whatever order makes most sense to you.

2. For each topic, the students are given preparation activities--questions to answer, words and phrases to look up--to get them as ready as possible for the group or individual discussion (depending on how you choose to use the materials in your program). The questions could form the agenda for the discussion, with definitions handled as they come up in discussion. Or you could start with definitions and work the questions into them. This may depend on your own preferred approach, how much time you have, etc.

3. You will certainly want to supplement the material with your own probing questions (subtopics) as you go along. For example, in discussing security as a category of job reward, you might want to look at questions like the following:

   - What is the difference between a productive and a nonproductive worker?
   - What is the difference between a regular raise (based on time) and a merit raise (based on production)?
   - Which do you think more people would do--want regular raises based on time or raised based on production?
   - Can you list some careers in which regular raises are more important than raises based on production? Some careers in which production is more important in getting raises?
   - What is a layoff? What are some reasons why people get laid off?
   - What is a strike? What are some reasons why people strike?
   - Which do you think most people would do--work at a lower paid job which is secure, or take a higher paid job knowing that they might get laid off?
   - Try to list some careers in which security is more important than pay; in which pay is the most important.
   - Are there other important considerations in selecting a job?

- Can you name some careers that offer good retirement plans? Some that do not offer pension or retirement plans?

- How important is the retirement plan in selecting a job? At what age should someone worry about retirement in making a career decision?

4. As you plan each discussion, select up to five careers or jobs (from the list of 35 on the score sheet at the end of each topic, or some you may want to add or substitute) that are particularly relevant to the topic. Try to leave some time at the end for students to rate the overall topic (in the box on the score sheets, using the scale above it). Once they have a rating, they should then place this number on the line next to the careers discussed. Thus, they are rating both the importance of the topic and their reaction to the career in relation to the topic. Later, in Section IV, you can have them put these together to form a profile of each of the careers in terms of the topics discussed. The 35 careers were chosen to give a reasonable spread of topics across the careers, i.e., a match of several topics as important to each career and vice versa.

SECTION I

Rewards

There are many rewards which can be provided by careers or jobs. Some are known as tangible rewards--money, paid benefits, vacations, and the like. Others are intangible--such things as a sense of achievement, security, or personal fulfillment.

This section examines possible rewards of work in four topic areas: security, achievement, personal fulfillment, and pay and benefits.

You will note that pay and benefits is placed last in the order of discussion, even though most of you might rank it first in determining what you would like to do. This has been done on purpose, to allow you to think about it after considering other important reasons for choosing jobs--so you can rate its importance in light of (or compared with) the other considerations.

Your counselor will tell you how to prepare for each discussion topic--by trying to answer the questions in advance, by looking up definitions of any of the key words and phrases you don't already know, and by following the other directions under the topic.

TOPIC A: SECURITY

How important to you are the following job characteristics? A work situation that...

1. **offers good job security (assures you a job even if times get bad; is relatively free from layoffs and/or strikes).**

2. involves little competition from other employees for salary raises and job advancement.

3. offers regular raises based on time you have worked for the company.

4. offers steady earnings, regardless of whether you are productive or unproductive.

5. promises you fair treatment and planned promotions.

6. would rarely require you to move.

7. allows you to become a part of a community.

8. is relatively free of emotional stress and worry.

_____

_____

9. does not involve working in dangerous situations.

_____

_____

10. protects you from exposure to public criticism.

_____

_____

11. provides you with a guaranteed income to live on after retirement.

_____

_____

Key Words and Ideas

Security _____
Fair Treatment _____
Promotion _____
Physical Danger _____
Community _____
Emotional Stress _____
Exposure _____
Criticism _____
Competition _____
Employee _____
Job Advancement _____
Job Security _____
Layoff _____
Strike _____
Security _____
Raise _____
Earnings _____
Productive _____
Merit _____
Social Security _____

SCORE SHEET: SECURITY

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC B: ACHIEVEMENT

How important to you are the following job characteristics? A work situation that...

1. gives you the feeling of a job well done.

2. allows you to produce a complete product, from initial planning to final production.

3. allows you to label your products or to claim authorship for your work.

4. allows you to see your accomplishments and the outcome of your labors.

5. allows you to accomplish things that not everyone can do.

6. allows you to receive special awards for work well done.

7. is considered to be a "very important job" by most people.

8. allows you to gain the admiration of others (more so than money or power).

9. allows the results of your work to become known to your coworkers.

10. requires you to be evaluated by your coworkers.

11. fills "higher" positions with the employees from inside the organization or business.

12. assures promotion based on what you know, not who you know.

13. lets you clearly know what you must do in order to be promoted.

14. guarantees promotions to higher level jobs or positions if you do your work well.

15. gives you important friends and a high position in the community.

16. frequently thrusts you into the spotlight.

17. would impress your parents or friends.

18. gives you a title, such as vice president.

_____

_____

19. provides you the opportunity to meet your own goals.

_____

_____

Key Words and Ideas

Achievement _____
Job Accomplishment _____
Job Outcomes _____
Product _____
Planning _____
Goals _____
Product _____
Label _____
Authorship _____
Spotlight _____
Evaluation _____
Awards _____
Job Importance _____
Admiration _____
Status _____
Prestige _____
Community Position _____
Title _____
Impression _____
Advancement _____
Promotion _____
Promoting from within _____
Promoting from outside _____
Opportunity _____

SCORE SHEET: ACHIEVEMENT

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

☐

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC C: PERSONAL FULFILLMENT

How important to you are the following job characteristics? A work situation that...

1. enables you to complete job-related tasks that you regard as important.

2. enables you to work with people who enrich your life in many ways.

3. allows you to develop your personality and talents fully through the kind of work you do.

4. challenges you to use all of your intellectual skills.

5. requires you to solve difficult problems.

6. provides the opportunity to learn how and why things work.

7. enables you to think abstractly or theoretically.

8. allows you to invent or make original items or new products.

9. lets you express yourself and demonstrate originality.

10. allows you to use your imagination frequently.

11. allows you to develop new ideas and come up with suggestions to solve problems.

12. allows you to think up new ways of doing things.

13. requires an appreciation for order, design, and harmony.

14. makes it possible for you to make/write/do artistic things.

15. requires you to work with people who have highly developed artistic appreciation.

16. takes great care to make the general atmosphere of the workplace pleasing and appealing.

17. makes it possible for you to contribute to the social welfare of others.

18. requires you to help other people solve their personal problems.

19. requires you to express openly your concern for others' problems.

20. requires you to be concerned with the thoughts and feelings of others.

21. makes it possible for you to contribute to the economic welfare of others or do good things for others.

22. involves making things that improve the appearance of the environment.

23. enables you to attend national conferences and meetings. and read professional magazines and journals, to keep up with what's going on in your field of work.

24. encourages you to pursue job enrichment programs, hobbies, and personal development programs.

25. enables you to take further training or to develop new skills.

26. allows you to live your deepest beliefs and convictions on the job.

_____

_____

Key Words and Ideas

Intellectual Skills _____
Abstract Thinking _____
Theoretical Thinking _____
Problem-solving _____
Professional Journal _____
Capacity _____
Personality _____
Creativity on the job _____
Inventing _____
Original Items _____
Order _____
Design _____
Harmony _____
Artistic Activity _____
Artistic Appreciation _____
Aesthetic _____
New Ideas _____
Expressing Yourself _____
Demonstrating Originality _____
Using Imagination _____
Contributing _____
Economic Welfare _____
Social Welfare _____
Personal Problems _____
Talent _____
Beliefs (Convictions) _____
Job Enrichment _____
Hobby _____
Personal Development _____

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

☐

Careers

___ 1. poet
___ 2. pharmacist
___ 3. mayor
___ 4. sporting goods salesperson
___ 5. photographer
___ 6. chemist
___ 7. social worker
___ 8. accountant
___ 9. acrobat
___10. lawyer
___11. nurse
___12. carpenter
___13. recreation leader
___14. interior decorator
___15. cashier
___16. surveyor
___17. teacher
___18. secretary
___19. hair dresser
___20. composer
___21. coach
___22. radio announcer
___23. tailor
___24. salesperson
___25. counselor
___26. real estate agent
___27. signmaker
___28. dancer
___29. draftsperson
___30. reporter
___31. antique dealer
___32. electrician
___33. actor
___34. farmer
___35. police officer

TOPIC D: PAY AND BENEFITS

How important to you are the following job characteristics? A work situation that...

1. **offers a salary with an annual guaranteed "cost-of-living" raise.**

2. **offers automatic salary increases based on time spent with the company.**

3. **allows you to earn a commission or a bonus, in addition to a basic salary.**

4. **provides you with free medical and dental insurance.**

5. **provides you with cost-of-living salary increases.**

6. **offers a good pension and retirement plan.**

7. **offers paid sick leave and paid vacation.**

8. **offers vacations that increase over time spent with the company.**

9. provides a car furnished by the company.

_____

_____

10. provides free life insurance.

_____

_____

11. provides an expense account.

_____

_____

12. gives you a chance to purchase stock in the company, through a withholding plan for employees.

_____

_____

Key Words and Ideas

Salary _____

Commission _____

Bonus _____

Medical Insurance _____

Dental Insurance _____

Cost-of-living Salary Increases _____

Pension _____

Retirement Plan _____

Sick Leave _____

Vacation _____

Expense Account _____

Life Insurance _____

SCORE SHEET: PAY AND BENEFITS

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

[ ]

Careers

____ 1. poet
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____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

SECTION II

Special Requirements

Notes to the Counselor

1. This section contains seven discussion topics that group the most often asked questions about the kinds of requirements different careers or jobs may have. They cover such areas as education, special training, physical demands, adaptability, responsibility, commitment to ideals, involvement with people, and leadership. Based on your own logic system or your knowledge of the students involved, you may wish to discuss them in a different order than presented.

2. For each topic, the students are given preparation activities--questions to answer, words and phrases to look up--to get them as ready as possible for the group or individual discussion (depending on how you choose to use the materials in your program). The questions could form the agenda for the discussion, with definitions handled as they come up in discussion. Or you could start with definitions and work the questions into them. This may depend on your own preferred approach, how much time you have, etc.

3. As in the other sections, you will want to supplement the material with additional questions or subtopics. For example, commitment to ideals (Topic B) focuses on honesty and justice. Under "honesty," you might want to consider such questions as:

   - What do you think "company truthfulness" means? How is it different from "employee truthfulness"? Or is it different at all?
   - What is a "security investigation"?
   - Can you name some careers that might require a security investigation? Some in which employees' truthfulness (or trustworthiness) is especially important?
   - How important do you think that most people rate honesty in choosing a career?
   - Can you think of some careers in which most people think honesty is highly prized? Some in which many people think it might not be?
   - Is "honesty with coworkers" a different idea from "honesty with the public"? Or from "honesty with managers"? Or are they all the same?
   - Will most people consider this an important value in deciding on a career?

Under "justice," the following questions might be appropriate:

- What does fair treatment mean? Give some examples of unfair treatment.
- How many people care whether others receive fair treatment?
- What careers might be involved in helping others to receive fair treatment?
- What kinds of people might choose such careers? List some characteristics.
- What is a "complaint system"? How could it carry a punishment?
- What is meant by "company policy"? How could this protect the rights of a worker?
- What is a union? How could this protect the rights of a worker?
- What kinds of people would choose protection of rights as an important consideration in choosing a career?
- How important is this in choosing a career?
- What would be some careers which reward only on the basis of work done?
- What would be some careers that might reward on the basis of personality?
- Do you think that most people would agree on what "fair" and "equal" mean?
- How important is it to most people that they be treated fairly and equally?
- How important should this be in choosing a career?
- Most everyone now knows what race discrimination is. What is age discrimination? What is sex discrimination?
- Who is most likely to be affected by these types of discrimination?
- How many people, other than those directly affected by it, care about these kinds of discriminations? Do you think that there have been any recent changes in these numbers?
- What are some careers that might be affected by race, age, or sex discrimination?
- How important should a person's reaction to this be in choosing a career?

4. As you plan each discussion, select up to five careers or jobs (from the list of 35 on the score sheet at the end of each topic, or some you may want to add or substitute) that are particularly relevant to the topic. Try to leave some time at the end for students to rate the overall topic (in the box on the score sheets, using the scale above it). Once they have a rating, they should then place this number on the line next to the careers discussed. Thus, they are rating both the importance of the topic and their reaction to the career in relation to the topic. Later, in Section IV, you can have them put these together to form a profile of each of the careers in terms of the topics discussed. The 35 careers were chosen to give a reasonable spread of topics across the careers, i.e., a match of several topics as important to each career and vice versa.

SECTION II

Special Requirements

Many jobs or careers have special requirements of the people who do them--a certain level of required education, special training, physical requirements (strength, speed, etc.), or personal characteristics.

This section includes 73 most often asked questions about special requirements for jobs, and 48 words or phrases you need to understand about them--broken out into 7 topic areas: education or special training, physical demands, adaptability, responsibility, commitment to ideals, involvement with people, and leadership.

Your counselor will tell you how to prepare for each discussion topic--by trying to answer the questions in advance, by looking up definitions of any of the key words and phrases you don't already know, and by following the other directions under the topic.

TOPIC A: EDUCATION OR SPECIAL TRAINING

To find a job and keep it, you must be able to perform the duties of that job with some degree of competence. How do you learn to perform tasks? One way is through training. When you receive training for a particular job, you learn those special skills necessary for performing that job.

There are two types of training. One type is necessary before applying for a job. Barbers, TV repairpersons, and welders, for example, often must complete training programs before actually beginning their practices. The second type is on-the-job training for the employees. For instance, telephone operators, restaurant managers, and salespersons may receive their training by actually practicing their jobs under controlled conditions. Some jobs, however, may combine both previous training and on-the-job training. For example, ministers, company executives, and commercial pilots ordinarily receive both formal training and on-the-job training.

Another way of learning to perform these tasks for some jobs is through education. Education is the formal schooling (high school diploma, bachelor's degree, master's degree, doctorate) required by some jobs.

In preparing yourself for occupations, it is important that you consider the amount of trianing and/or education an occupation requires before you can get into it.

This unit identifies six questions you need to answer about a job, and a seventh to answer about yourself in connection with a job.

Select one job from the list at the end of this topic and try to answer the questions about it. You may be able to look it up, or you may want to interview someone in your community who has that type of job. After discussion with your counselor and other students, you will be able to answer the questions for several jobs and complete the exercise at the end.

General Education Requirements

1. Education level required to perform the job (for example, high school diploma, associate degree, bachelor's, master's, or doctorate):

   _____

2. School courses most necessary for this occupation:

   a. _____ d. _____

   b. _____ e. _____

   c. _____ f. _____

3. Closest school or college where you could take these courses:

   _____

Special Preparation Required

Fill in the blanks below which relate to specialized preparation requirements of the occupation you are exploring.

4. **Specialized preparation required for the occupation:**

_____

_____

_____

5. **Three best places to get this specialized preparation:**

a. _____

b. _____

c. _____

6. **Apprenticeship or on-the-job training available in the area:**

_____

_____

_____

A Look at Yourself

7. If you wanted to get the training and education needed for this job, do you feel you have enough...

	Yes	No
a. general learning ability?	_____	_____
b. interest in courses required?	_____	_____
c. general academic background?	_____	_____
d. financial resources?	_____	_____

SCORE SHEET: EDUCATION OR SPECIAL TRAINING

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

[ ]

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC B: PHYSICAL DEMANDS OF A JOB

Physical demands are those physical activities required of a worker to perform his/her job successfully. To some degree, all jobs have them. To be a successful worker, your physical abilities must at least be equal to the physical demands of the job you want. Therefore, you must know not only your own physical abilities and limitations, but also what the physical requirements are at the various workplaces involved in your search for a career.

Exercise 1: There are different types of physical demands. Physical characteristics of jobs can be grouped into these four broad categories:

- strength
- agility and coordination
- manipulation and dexterity
- physical communication

The charts on the following pages display the physical characteristics for each major category. The charts will help you determine whether or not specific characteristics are required for a certain job and, if so, to what degree.

For each category, select five jobs from the list at the end of this topic. Copy the titles of the five jobs in the boxes on your chart before you try to fill in the boxes.

Category 1: Strength

In Figure 1 below, write in the letter from the following code that best describes how much movement of weight is involved in each of the factors for the jobs at which you are looking:

S — **Sedentary Work:** Occasionally handling 10 lbs. of weight or less

L — **Light Work:** Often handling up to 20 lbs. of weight

M — **Medium Work:** Often handling up to 50 lbs. of weight

H — **Heavy Work:** Often handling up to 100 lbs. of weight

V — **Very Heavy Work:** Often handling over 100 lbs. of weight

Remember to copy the titles of the five jobs from the list in the boxes number 1-5 before you try to fill in the boxes below.

FACTORS \ JOB	1	2	3	4	5
Lifting					
Carrying					
Pushing					
Pulling					

Figure 1

Category 2: Agility and Coordination

For this category, write in the letter from the following code which best describes how frequently you have to perform each physical activity.

M	Most of the time
O	Often
S	Sometimes
N	Never

FACTORS	JOB 1	2	3	4	5
Climbing					
Balancing					
Stooping					
Kneeling					
Crouching					
Crawling					

Figure 2

Category 3: Manipulation and Dexterity

While all jobs require some touching and handling of objects, there are certain types of jobs (such as brain surgeon) that require delicate manipulation of objects or instruments. In Figure 3 below, use the following code to indicate how important each physical activity is for the jobs listed in the boxes (taken from the list).

H — Highly important

I — Important

U — Unimportant

FACTORS \ SITE/JOB TITLE	1	2	3	4	5
Reaching					
Handling					
Fingering					
Feeling					

Figure 3

Category 4: Physical Communication

Since all work activities involve physical communication of some kind, it may at first seem a little ridiculous to check to see if a job involves hearing, seeing, etc. However, some jobs require you to use one or more of your senses to a high degree. For example, a wine taster needs a highly refined sense of smell and taste; an airline pilot must have excellent vision. Also, some jobs cannot be filled by people who are color blind. Use the following code to indicate the importance of the senses in the five jobs on the list.

A — Always important

I — Important

S — Sometimes important

FACTORS	SITE/JOB TITLE 1	2	3	4	5
Talking					
Hearing					
Seeing					
Smelling					
Tasting					
Feeling					

Figure 4

Exercise 2. You have now spent some time looking at the physical requirements of various work situations. The three columns below ask whether or not you think you would be able to meet the requirements, could possibly meet them, or would be unable to meet them. Write the name of each job title you have explored in the appropriate category.

Job titles or work situations that interest me and for which I am probably physically qualified.	Job titles or work situations that interest me and which have the physical requirements I might be able to meet.	Job titles or work situations that interest me but which have physical requirements I am unable to meet.

SCORE SHEET: PHYSICAL DEMANDS

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

☐

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC C: ADAPTABILITY TO WORK SITUATIONS

All jobs have some requirements. When you consider whether or not you want to take a certain job, it is important to ask yourself two questions:

- Could I adjust my style to meet this job's requirements?
- Am I willing to change my style for this job?

For example, suppose you have long hair and the place you would like to work requires either that you cut your hair or wear a hair net. First, you would have to decide whether or not you could change your hair style (probably so), and second, whether or not you would be willing to change your hair to get the job. On the other hand, you might decide that the job was not worth it, so you would look for work in a place where you would be allowed to wear your hair your own way. The final decision is yours, but the processes you used to arrive at that decision will have involved--and to some extent will have defined--your "adaptive skills."

How much will you have to change for a particular job? That depends on several things:

- what your job requirements are,
- how closely your style fits the style required by the work situation, and
- whether or not you would be willing to adjust your style to suit the job.

The following three exercises will help you decide how adaptive you are.

Exercise 1. How adaptive are you? To find out, do this exercise only once. Before you look at the job requirements at different sites, you need to think about your own style. In Figure 1, you should look at the list of work requirements in the lefthand column. Then mark the column labeled "Your General Preferences" with either a D (Defined), V (Varied), or U (Undefined), depending on how you feel about that particular requirement. Use these definitions:

D — **Defined:** You are told specifically what to do.

V — **Varied:** Sometimes you are told, sometimes not.

U — **Undefined:** Things are left for you to decide most of the time.

WORK REQUIREMENTS	YOUR GENERAL PREFERENCE (D, V, U)	JOB TITLE (FROM LIST) 1	2	3	4	5
PUNCTUALITY OR TIME:						
1. Starting time for work						
2. When to take lunch						
3. Quitting time						
4. When to take coffee breaks or other breaks during day						
5. How long to take for lunch						
6. When to take vacation time						
DRESS:						
7. Type of clothing worn to work (uniforms, etc.)						
8. Way of wearing hair						
9. Wearing beard, mustache, etc						
10. Wearing modern style or new style of clothes						

Figure 1

Exercise 2. Now that you have determined what you would prefer in the work requirements of a job, it is time to compare these with some jobs. Select five job titles from the list. Copy these in the boxes numbered 1 to 5 in the "Job Title" column on the previous page. Then fill in the boxes from the discussion, using these definitions:

Defined: Worker is always told a certain way.

Varied: Worker is sometimes told, sometimes not.

Undefined: Things are left for the worker to decide most of the time.

Exercise 3. In Exercises 1 and 2 of this activity, you have focused on how willing and able you would be to adjust to a specific work situation. This exercise now asks you to consider how adaptable a person you are in general. As you complete it, it should help you decide on the types of work situations in which you would feel most comfortable and satisfied.

For example, if you are the type of person who likes specific directions and tight supervision, you would probably not enjoy a situation where few directions were given and you were on your own most of the time. On the other hand, if you are the type of person who likes to "do your own thing" with very little supervision, you would probably enjoy that type of situation. Of course, your satisfaction with a job also depends on how much you are willing to change or adapt to it.

Now that you have explored five jobs, think about just what type of person you are in terms of adaptability. Take some time to complete, in writing, one of the statements below which best describes you. You should refer to your statements in Exercises 1 and 2 as you answer these questions for each job you're exploring. For example, if you discovered several work requirements to which you would be unwilling to/unable to adapt, the third statement might describe you best.

I believe I am the kind of person who is generally willing to change/adapt myself to specific work requirements because:

_____

_____

I believe I am the kind of person who could be willing to change some of my behaviors to adjust to a certain work situation because:

_____

_____

I feel very strongly about my adaptive preferences and believe I am the kind of person who is usually unwilling to change my behavior for a certain work situation because:

_____

_____

SCORE SHEET: ADAPTABILITY

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

[ ]

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC D: INDIVIDUAL RESPONSIBILITY

How important to you are the following job characteristics? A work situation that...

1. **requires you to set and meet specific deadlines for your own work.**

2. **makes you responsible for a specific set of duties.**

3. **requires you to decide what to do yourself, rather than following specific instructions for every detail of your work.**

4. **requires you to maintain a good reputation among your clients or customers.**

5. **requires you to be accountable for your mistakes.**

Key Words and Ideas

Deadlines _____

Instructions _____

Responsibility _____

Reputation _____

Accountability _____

SCORE SHEET: RESPONSIBILITY

Ratings	Careers
1. UNACCEPTABLE--I would not take a job which had this.	____ 1. poet
2. UNDESIRABLE--I wouldn't really want a job which had this.	____ 2. pharmacist
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.	____ 3. mayor
4. DESIRABLE--I would want this in a job.	____ 4. sporting goods salesperson
5. NECESSARY--I wouldn't choose a job without this.	____ 5. photographer
	____ 6. chemist
	____ 7. social worker
	____ 8. accountant
	____ 9. acrobat
	____10. lawyer
	____11. nurse
	____12. carpenter
	____13. recreation leader
	____14. interior decorator
	____15. cashier
	____16. surveyor
	____17. teacher
	____18. secretary
	____19. hair dresser
	____20. composer
	____21. coach
	____22. radio announcer
	____23. tailor
	____24. salesperson
	____25. counselor
	____26. real estate agent
	____27. signmaker
	____28. dancer
	____29. draftsperson
	____30. reporter
	____31. antique dealer
	____32. electrician
	____33. actor
	____34. farmer
	____35. police officer

RATING FOR THIS TOPIC

TOPIC E: COMMITMENT TO IDEALS

How important to you are the following job characteristics? A work situation that...

1. treats employees fairly and equally--rewards or punishes on the basis of work well done, not on the basis of the employee's personality.

2. insists that you give people you are involved with a "square deal."

3. puts a premium on working directly, openly, and honestly with coworkers, managers, and the public.

4. has a built-in "code of ethics."

5. offers protection for the rights of the worker through unions or company policy.

6. involves your helping others receive fair treatment.

7. offers a complaint system that is fair and carries no punishments.

8. assures no discrimination on the basis of age, race, or sex.

_____

_____

9. places a great emphasis on company and employees' truthfulness.

_____

_____

10. requires your trustworthiness to be tested by a security investigation.

_____

_____

Key Words and Ideas

Justice in the Workplace _____
Rewards _____
Honesty _____
Directness _____
Openness _____
Manager _____
Public _____
Truthfulness _____
Security Investigation _____
Trustworthiness _____
Punishment _____
Fairness _____
Equality _____
Complaint System _____
Protection of Rights _____
Company Policy _____
Union _____
Age Discrimination _____
Racial Discrimination _____
Sex Discrimination _____

SCORE SHEET: COMMITMENT TO IDEALS

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

☐

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC F: INVOLVEMENT WITH PEOPLE

How important to you are the following job characteristics? A work situation that...

1. **involves helping others.**

2. **involves persuading others.**

3. **involves entertaining others.**

4. **involves giving directions to others.**

5. **involves teaching others.**

6. **requires you to mingle socially with coworkers sometimes (after working hours).**

7. **makes it necessary for you to meet with clients (or customers, buyers, sales people, etc.) regularly.**

8. **has many coworkers of the opposite sex.**

9. requires you to work as a member of a team.

_____

_____

10. does not require you to work alone much of the time.

_____

_____

Key Words and Ideas

Entertaining _____

Giving Directions _____

Teaching _____

Helping _____

Persuading _____

Client _____

Coworker _____

Customer _____

Buyer _____

Teamwork _____

Personality _____

Customs _____

Attitudes _____

SCORE SHEET: INVOLVEMENT WITH PEOPLE

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

[ ]

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC G: LEADERSHIP

How important to you are the following job characteristics? A work situation that...

1. **requires you to supervise the activities of others.**

2. **requires you to be responsible for hiring and firing others.**

3. **requires you to direct activities that are very important to the overall success of the business.**

4. **requires you to make decisions that influence many people.**

5. **requires you to be well known in your professional field or community.**

Key Words and Ideas

Supervise
Hiring
Firing
Business Activities
Influence
Professional Reputation

SCORE SHEET: LEADERSHIP

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

[ ]

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____ 10. lawyer
____ 11. nurse
____ 12. carpenter
____ 13. recreation leader
____ 14. interior decorator
____ 15. cashier
____ 16. surveyor
____ 17. teacher
____ 18. secretary
____ 19. hair dresser
____ 20. composer
____ 21. coach
____ 22. radio announcer
____ 23. tailor
____ 24. salesperson
____ 25. counselor
____ 26. real estate agent
____ 27. signmaker
____ 28. dancer
____ 29. draftsperson
____ 30. reporter
____ 31. antique dealer
____ 32. electrician
____ 33. actor
____ 34. farmer
____ 35. police officer

SECTION III

Environment

Notes to the Counselor

1. This section looks at several major issues related to job environments--physical, emotional, people, job type, and union. There are six topic areas, which vary considerably in length and complexity. You should consider this in planning and assigning the discussion work. Labor unions, for example, are a large topic which you might want to break out into more than one discussion.

2. For each topic, the students are given preparation activities--questions to answer, words and phrases to look up--to get them as ready as possible for the group or inidividual discussion (depending on how you choose to use the materials in your program). The questions could form the agenda for the discussion, with definitions handled as they come up in discussion. Or you could start with definitions and work the questions into them. This may depend on your own preferred approach, how much time you have, etc.

3. As in the other sections, you may want to supplement the student materials in planning the discussions. For example, under "interpersonal relations" (part of Topic B), you might want to discuss such questions as:

   - What kind of person prefers to work alone? Consider personality, attitude towards people, etc.
   - What characteristics could make a person like to work as a member of a team?
   - What careers require working alone (other than sports)?
   - What careers require working as a member of a team (again, other than sports)?
   - How do people decide whether they want to work alone or in teams? How important is it to know one's own attitude toward this? How important is it to be able to work either way?
   - How do you think most people feel about working with members of the opposite sex?
   - Are there jobs that only women can do? That only men can do? If you think so, give some examples.
   - Can you list some careers that mostly women are in; some that mostly men are in? For each of these, is custom the main reason, or is there some specific requirement that limits the career?
   - Can you name some careers in which men and women participate about equally?

- Do you think customs and attitudes are changing on this subject?
- What is a client? How is this person different from a coworker?
- What kinds of careers might require you to see coworkers after working hours?
- What kinds of careers might require you to meet customers, buyers, sales people, or other clients regularly?
- What kind of person would you think would select these types of careers? Consider personality, attitude toward people, verbal skills, etc.

Under "independence" (Topic C), you might consider:

- Do you think that most people would like a career in which they are trusted to do things on their own?
- Why would a person not choose a career that trusts them to do things when left on their own?
- What kinds of careers trust you to do things when left on your own?
- What are some problems or difficulties when you are your own boss?
- What kind of careers allow you to be your own boss?
- Do you think that most people would like to be their own boss?
- Why would a person choose a career that would allow them to work steadily or in spurts, as long as they complete their work?
- What careers allow you to organize your work in your own way?
- What careers let you work steadily or in spurts, as long as you complete your work?
- Do you think that most people would like to organize their own work in their own way?
- Do you think that most people would like a career that allows them to come and go as they please, as long as they finish their work? Why?
- What careers allow you to come and go as you please, as long as you finish your work?
- Why would a person choose a career that lets them come and go as they please, as long as they finish their work?

Labor unions (Topic F) can be a controversial subject. The student materials contain two exercises related to the history of the labor movement and definition of some common terms necessary to informed discussion. If you decide to discuss this subject in depth, here are two additional exercises that will help you to do so. They are not in the student edition, so you will have to reproduce them.

Exercise 3. The strike is a union's most powerful weapon when negotiating a new contract or protesting an employer act or working condition. Simply defined, a strike is an organized work stoppage by a group of workers who want to force the employer to meet their demands. What makes the strike such a powerful weapon is not only the financial loss incurred by the specific employer/organization being struck, but also the fact that one striking group can affect the functioning of the entire economy. For example, when steel workers go on strike, all other industries and businesses which depend on steel for the production and distribution and sales of their goods are affected. In 1966, striking airline machinists tied up air traffic for the entire nation.

Needless to say, the right to strike is a very controversial issue to many people. Union members consider the strike as a sacred right and will honor the picket lines of other strikers. Because strikes can tie up the economy so drastically, innocent individuals affected by a strike tend to become angry. Examples might be the business person who loses out on an important long-distance call because the Communication Workers of America are striking Bell System, or the individual who has to cancel or reschedule an important trip because the airline machinists are on strike. For some time, debate has continued over whether or not people holding critical jobs have the right to strike. For example, do doctors, police, and fire forces really have the right to strike if a city's health or safety depends on them?

This exercise is designed for you to state your opinion on which groups do and do not have the right to strike.

The broken line below represents a continuum, ranging from an absolute right to strike at one end to no strike rights at all at the other end. Below this continuum line is a list of occupations. Indicate your opinion of each occupation's right to strike by putting the number of the occupation at a point on the line where you think it fits.

1. School teachers
2. Police officers
3. Workers in a chemical factory
4. Coal miners
5. Automobile mechanics
6. Doctors
7. Professional athletes
8. News reporters
9. Soldiers
10. City bus drivers

Based on your opinions marked on the continuum, fill in the answers to these questions:

1. I felt the following groups had an absolute right to strike because (list reasons and groups):

_____

_____

_____

_____

2. I felt the following groups had absolutely no right to strike because (list reasons and groups):

_____

_____

_____

_____

3. I felt the following groups had the right to strike under certain conditions which are (list conditions and groups):

_____

_____

_____

_____

Be prepared to discuss your ratings in class, in order to determine how and why other students would have ranked the groups. When you have finished, fill out the questions below:

1. After my discussion with them, I found out that...

____ their rankings were the same as mine.

____ their rankings were different from mine, but our discussion did not cause me to change my rankings.

____ their rankings were different from mine and, based on the discussion we had, I changed my initial rankings.

2. If you checked the last response in question 1, explain which rankings changed and why.

_____

_____

_____

_____

_____

Exercise 4. There are several different types of unions and union organizations.

Types of Unions

The term union is applied to many types of collective organizations. Listed below are the four major types of labor unions. Beside each term, write a definition for that type of union and explain how it is different from the other three.

1. Industrial union

_____

_____

2. Trade or craft union

_____

_____

3. Independent union

_____

_____

4. Company union

_____

_____

Union Organization

Unions are organized on three different levels--the local chapter, the national union, and the federation. In the space below, briefly define and describe each one, including their separate functions and goals.

1. Local chapter

2. National union organization

3. Union federation

Affiliation

With a few exceptions, most major unions in the United States are affiliated with the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO). By using research materials suggested in the reference list, or by calling or writing to the state chapter of the AFL-CIO, find out the answers to the two questions below, and write your answers in the space provided. Make sure you use complete sentences.

1. Describe the main duties and goals of the state AFL-CIO.

2. **Describe the main duties and goals of the national AFL-CIO.**

Independent Unions

Using the resources, find out the names of four major labor unions that exist nationally, but are not affiliated with the AFL-CIO. Write the names of the unions in the spaces below, and then fill out the second item, which asks you to list as many advantages of independence vs. affiliation as you can think of.

1. Four major independent unions:

(1) _____

(2) _____

(3) _____

(4) _____

2.

Advantages of Affiliation with AFL-CIO	vs.	Advantages of Independence

Advantages of Affiliation with AFL-CIO	vs.	Advantages of Independence

REFERENCES FOR FINDING OUT ABOUT LABOR UNIONS

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8. Marx, Herbert C., Jr., Ed. American Labor Today. New York: H. W. Wilson, 1965.

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12. "The Progressive Era." Columbus: Xerox Education Corporation, 1971.

13. Weller, Jack E. Yesterday's People. Lexington: University Press of Kentucky, 1965.

14. Zagaria, Sam, Ed. Public Workers and Public Unions. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

4. As you plan each discussion, select up to five careers or jobs (from the list of 35 on the score sheet at the end of each topic, or some you may want to add or substitute) that are particularly relevant to the topic. Try to leave some time at the end for students to rate the overall topic (in the box on the score sheets, using the scale above it). Once they have a rating, they should then place this number on the line next to the careers discussed. Thus, they are rating both the importance of the topic and their reaction to the career in relation to the topic. Later, in Section IV, you can have them put these together to form a profile of each of the careers in terms of the topics discussed. The 35 careers were chosen to give a reasonable spread of topics acorss the careers, i.e., a match of several topics as important to each career and vice versa.

SECTION III

Work Environment

Every job or career exists in some type of "environment"--the physical conditions under which it is performed, the people with whom the worker comes in contact, the amount of variety and independence which it permits the worker, whether it relates to goods or services (and what kind), and whether it involves association with a labor union or collective organization of some kind.

This section addresses 59 questions about job or career environments, and 50 words and phrases you will need to know about them--in six topic areas: physical surroundings, emotional climate, degree of independence, variety of activities, ways of describing careers, and labor unions.

Your counselor will tell you how to prepare for each discussion topic--by trying to answer the questions in advance, by looking up definitions of any of the key words and phrases you don't already know, and by following the other directions under the topic.

Every workplace will have a unique set of physical conditions where the employees work. For example, bank tellers work indoors in a heated or air-conditioned workplace; tree surgeons work outside in the weather. You will probably find some physical conditions more acceptable than others. This activity is designed to help you discover what some of the differences in working conditions are, and decide which conditions you like best.

Exercise 1. This exercise will help you determine the difference between physical conditions as far as indoors and outdoors are concerned.

- Inside refers to work that is performed in an area protected from weather conditions but not necessarily from temperature change. A job is considered inside if 75 percent or more of the worker's time is spent inside.
- Outside refers to working where there is not effective protection from the weather. A job is considered outside if 75 percent or more of the worker's time is spent outside.
- Both refers to work that is performed inside and outside. A job is considered both if the activities occur inside and outside in nearly equal amounts.

The chart below should help you look at job sites (from the list) in light of three working conditions. You should also note how acceptable you find each of the conditions and then write in any comments further explaining your feelings.

JOBS (from list)	Check the Most Appropriate Response: Condition — Mostly Inside	Mostly Outside	Both	Acceptability — Acceptable	Unacceptable	Write Comments or Explanations Below
1						
2						
3						
4						
5						

Exercise 2. Another important aspect of working conditions is the temperature in which the work is performed. Is the work performed in extreme cold, extreme heat, or are there wide changes in the temperature?

- Extreme cold means temperatures low enough to make the worker uncomfortable unless special protection is provided.
- Extreme heat means temperatures high enough to make the worker uncomfortable unless special protection is provided.
- Extreme changes refer to temperature changes which occur often enough to make the worker uncomfortable.

The following chart should help you look at job sites in light of these working conditions. You should also rate how acceptable each of these conditions is to you, and write in any comments further explaining your feelings.

JOBS (from list)	Check the most appropriate response: Condition: Extreme Cold	Extreme Heat	Extreme Changes	No Extremes	Acceptability: Acceptable	Unacceptable	Write Comments or Explanations Below
1							
2							
3							
4							
5							

Exercise 3. Another important aspect of working conditions is noise, both its volume and the length of time it lasts. The chart below should help you look at job roles in light of this working condition. You should also rate how acceptable that condition is to you, and write any comments further explaining your feelings.

JOBS (from list)	Check the Most Appropriate Response: Condition: Very noisy	Condition: Very quiet	Condition: Moderate or Average Noise	Acceptability: Acceptable	Acceptability: Unacceptable	Write Comments or Explanations Below
1						
2						
3						
4						
5						

Exercise 4. Another aspect of working conditions is the consideration of possible hazards or bodily injury you may encounter in the work situation. The following chart enables you to look at job sites in light of this aspect of working conditions. You should also rate how acceptable that condition is to you, and write in any comments explaining your feelings.

JOBS (from list)	Check the Most Appropriate Response				Write Comments or Explanations Below
	Condition		Acceptability		
	Hazardous Work Situation	Not a Hazardous Work Situation	Acceptable	Unacceptable	
1					
2					
3					
4					
5					

Exercise 5. A fifth aspect of working conditions is the atmosphere or the air. The following chart will help you look at jobs in light of this aspect of working conditions. You should also rate how acceptable that condition is to you and write in any comments further explaining your feelings.

JOBS (from list)	Check the Most Appropriate Response: Condition: Air is humid and wet	Condition: Air contains dust and fumes	Condition: Air is relatively uncontaminated	Acceptability: Acceptable	Acceptability: Unacceptable	Write Comments or Explanations Below
1						
2						
3						
4						
5						

Now, in preparation for discussion, use the information you have just developed to answer the following questions.

How important to you are the following job characteristics? A work situation that...

1. **is performed in air-conditioned and/or heated surroundings.**

2. **is located in luxurious surroundings (carpeted floors, paneled walls, etc.).**

3. **is located in very clean surroundings.**

4. **is located in very quiet surroundings.**

5. **is performed in well lighted surroundings.**

6. **has adequate toilets and other such facilities.**

7. **has an adequate place for lunch/snack/food storage.**

8. **is mostly located indoors.**

9. is mostly located outdoors.

_____

_____

10. is performed both inside and outside.

_____

_____

Key Words and Ideas

Clean Surroundings _____

Quiet Surroundings _____

Luxurious Surroundings _____

Air-conditioned Surroundings _____

Heated Surroundings _____

Well Lighted Surroundings _____

Personal Facilities _____

SCORE SHEET: PHYSICAL SURROUNDINGS

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC B: EMOTIONAL CLIMATE

Part 1

How important to you are the following job characteristics? A work situation that...

1. **is performed with relatively little pressure or few hassles.**

_____

_____

2. **does not involve deadlines, production quotas, or other such pressures.**

_____

_____

3. **takes place in a warm and friendly atmosphere.**

_____

_____

4. **has a supervisor who is considerate.**

_____

_____

5. **is defined well enough that you know what is expected of you when you are assigned tasks.**

_____

_____

Key Words and Ideas

Job Pressure _____
Deadline _____
Production Quota _____
Job Atmosphere _____
Supervisor _____
Well-defined Job _____
Emotional Climate _____

Part 2

The attitudes of the people you work with are important ingredients in any job. The feelings they have toward their jobs, their company, and their coworkers will have a strong influence on how comfortable you feel in that work situation. If the employees are enthusiastic and take pride in their work, and you like their attitudes, you most likely will be satisfied with your particular work situation. However, if your coworkers are unhappy with their jobs or feel that their work is unimportant, you may feel uncomfortable in that situation. On the other hand, you may be a very adaptable person and be able to get along well in either situation.

On the next page, there are 14 statements about worker attitudes. Read each statement and put a 1, 2, or 3 on the line, depending on whether the attitude is very important, somewhat important, or not very important to you. When all the lines are filled, you are ready for discussion with your counselor.

	Importance to You*
1. Most of the employees seem to get along well with each other.	_____
2. Most of the employees seem to be just "doing a job" and are not very enthusiastic about their work.	_____
3. Most of the employees like working at this particular site.	_____
4. Most employees seem truly happy with their jobs.	_____
5. Most employees seem to take pride in what they are doing.	_____
6. Most of the company supervisors seem friendly and helpful to their staff workers.	_____
7. The supervisors seem to be truly concerned about the workers.	_____
8. Most employees seem to help each other when a coworker falls behind or gets in a tight spot.	_____
9. The employees rarely complain about their jobs.	_____
10. The company seems to be always watching the employees' job behavior.	_____
11. Most of the employees do not seem to be under a lot of pressure from the work.	_____
12. The employees seem willing to work overtime.	_____
13. Most of the employees seem to keep very busy.	_____
14. This generally seems like a pleasant place to work.	_____

*1 = very important
2 = somewhat important
3 = not important

SCORE SHEET: EMOTIONAL CLIMATE

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

☐

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC C: INDEPENDENCE

How important to you are the following job characteristics? A work situation that...

1. **lets you come and go as you please, as long as you finish your work.**

_____

_____

2. **permits you to organize your work in your own way.**

_____

_____

3. **lets you work steadily or in spurts, as long as you complete your work.**

_____

_____

4. **trusts you to do things when left on your own.**

_____

_____

5. **allows you to be your own boss.**

_____

_____

Key Words and Ideas

Independence on the Job _____

Organizing Ideas _____

Working at a Steady Pace _____

Working in Spurts _____

Individual Responsibility _____

Being Your Own Boss _____

SCORE SHEET: DEGREE OF INDEPENDENCE

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

☐

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC D: VARIETY

How important to you are the following job characteristics? A work situation that...

1. involves your reporting to different supervisors.

_____

_____

2. involves you in different kinds of tasks from day to day or even from hour to hour.

_____

_____

3. involves out-of-town travel for business reasons.

_____

_____

4. involves visiting different offices or homes during the course of the day.

_____

_____

5. involves dealing with different kinds of people from day to day.

_____

_____

Key Words and Ideas

Variety on the Job _____

Supervisor _____

Business Travel _____

SCORE SHEET: VARIETY OF ACTIVITIES

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

TOPIC E: WAYS OF DESCRIBING CAREERS

Part 1

Careers do not spring up overnight. Any career exists (as does the world of work, in general) to provide some needed goods or services. To fully understand any workplace and find out how it relates to your own interests, you must determine why jobs are there and what purpose they serve.

Keep in mind also that it is not enough for a career area just to have a purpose; it must also be effective in achieving that purpose. In other words, people and tools must be organized to perform adequately.

To complete Part 1 of this topic, select from the list five businesses, each different from the others in terms of why it was formed and what it does. Write the names of the businesses in the numbered boxes at the top of the next page. Then try to list what each one does, by putting check marks in the right boxes.

After a class discussion, see how accurate you were and correct your chart.

This exercise will help you analyze the purpose of the workplace. Check those boxes that describe the purpose of each site you have selected.

PURPOSE	Site/Job Title 1	2	3	4	5
GOODS:					
manufacture of goods					
distribution of goods					
marketing of goods					
development of products					
PUBLIC/GOVERNMENT SERVICES:					
education					
protection					
information					
investment/money management					
entertainment					
counseling					
legal					
SERVICES FOR INDIVIDUALS:					
medical					
legal					
personal grooming					
counseling (includes religious)					
information					

Part 2

You may often hear remarks such as, "He's an idea person," "she works well with people," "I'm good with my hands and like working with things." Almost everything we do relates in various degrees to three categories--ideas, people, or things. The exercises on the next pages should help you decide your preferences for working with ideas, people, or things, and help you relate those preferences to jobs.

This unit has two activities. The first activity helps you determine whether you would or would not like to perform certain kinds of tasks in relation to ideas, people, or things. You will do this by yourself. The second activity will be done after a discussion. You will fill in each box for each of five kinds of jobs selected by the counselor. Then you can compare your preferences to the jobs.

There are seven tasks on each of the pages that follow. To complete the first part on each page, read each of the statements under the different tasks, and put a check mark in one of the columns under "My Preference." You should either check "Would Like" or "Would Not Like." Do this now (each page).

Then, after discussion, your counselor will identify five jobs that you will write in the numbered boxes at the top of each page. Under each job, you will answer each item. If the task is part of the job, put a check in the box; if it is not part of the job, put a zero in the box. When you have all the boxes filled in, your counselor will show you how to add up your answers to see how you feel about each job.

IDEA TASKS	Part 1 MY PREFERENCE: Would Like	Part 1 MY PREFERENCE: Would Not Like	Part 2 Site/Job Title: 1	2	3	4	5
1. Work creatively with ideas or numbers							
2. Keep track of or be in control of information/facts							
3. Analyze ideas according to set standards							
4. Gather and put together data or information							
5. Compute or record information							
6. Copy information/data from one record to another							
7. Arrange or file data or information							

NUMBER OF MATCHES ☐ ☐ ☐ ☐ ☐

THINGS TASKS	Part 1 MY PREFERENCE: Would Like	Part 1 MY PREFERENCE: Would Not Like	Part 2 Site/Job Title: 1	2	3	4	5
1. Repair or install machines							
2. Adjust, operate, or control a machine							
3. Drive or operate moving machines							
4. Tend to machine or watch it closely							
5. Feed materials into or take materials out of a machine							
6. Work with small precision instruments or tools							
7. Cut, shape, or assemble materials or objects							

NUMBER OF MATCHES ☐ ☐ ☐ ☐ ☐

PEOPLE TASKS	Part 1 MY PREFERENCE: Would Like	Part 1 MY PREFERENCE: Would Not Like	Part 2 Site/Job Title: 1	2	3	4	5
1. Help others solve problems							
2. Confer or negotiate with people							
3. Teach or instruct others							
4. Supervise or tell others what to do							
5. Entertain or perform for others							
6. Persuade or sell to others							
7. Provide a service to others under specified orders							

NUMBER OF MATCHES

TOTAL NUMBER OF MATCHES
(3 pages; maximum of 21)

TOPIC F: LABOR UNIONS

Because labor unions are so much a part of the American labor market, they have a vital role in shaping our and the world's economy. Unions are a controversial subject to many people because organized labor today has as much power as big business. Members of labor unions tend to be very pro toward union activities. People who do not belong to unions but who have to deal with the consequences of labor negotiations and strikes tend to view unions more negatively.

Whether or not your career will eventually lead you into joining a union, you will encounter and be affected by union activities throughout your life. Therefore, it is important for you to know certain basic facts about unions. The exercises in this activity are designed to help you find out these facts.

Exercise 1. This exercise presents a brief history of the labor movement in the United States.

In medieval Europe, skilled craftsmen belonged to organizations called "guilds." Simply defined, guilds were groups of workers having the same craft or skill who banded together and set standards for the quality of the crafts their members produced. In addition, these guilds set wage and price standards for their goods and established a ranking system (apprentice, journeyman, master) which was used to classify the status of individual craftsmen. Beginners entered at the apprentice level and worked towards becoming a journeyman and eventually a master.

While medieval guilds no longer exist, remnants of this system (some of its language, for example) can still be found in today's labor unions. However, labor unions as they presently exist in the U. S. really have their roots in the American Industrial Revolution. In order to understand how unions came to be as powerful as big business, it is first necessary to understand how and why they came into being.

The first exercise in this activity is designed to help you find out something about the history of the labor movement in the United States. Listed below are ten topics dealing with various aspects of the early labor movement (working conditions, legislation, key individuals, etc.). You should read all ten topics and select one or more of interest to you. Read about one or more topics you have selected. When you have finished this research, you should use the topic and its questions to write an essay on the subject you selected. You will need to work out the details of this assignment with your counselor.

Topics

1. In 1776, a man named Adam Smith wrote a book called The Wealth of Nations. It said, "The people of the same trade seldom meet together but the conversation ends in a conspiracy against the public." Adam Smith was a British economist who was writing about the change he was observing in his lifetime caused by modern technology and machinery. In fact, the change was so far-reaching that historians refer to this period in time as "The Industrial Revolution."

   Question: Why do you think something called the Industrial Revolution would lead to the formation of the modern labor movement, and why should it be of such concern to men like Adam Smith?

2. "In the present arrangements of labor and capital, the condition of the employee is simply that of wage slavery--capital dictating, labor submitting; capital superior, labor inferior. This is an artificial and man-created condition, not God's arrangement and order; for it degrades man and ennobles mere worldly gain.... Living by and on the labor of others is dishonest, and should be branded as such. Labor and capital should treat each other as equals."

   Question: Above are the words of Uriah Stephens, spoken in 1871 to the members of an organization called "The Knights of Labor." Who was this man and what was this organization? What do you think would cause him to use such words, and why do we not hear of The Knights of Labor today?

3. In the 1820's, a Frenchman by the name of Michael Chevalier visited a manufacturing site in Lowell, Massachusetts, to compare it to factories and industrial cities in his own country. In his written description of this visit, he said, "Lowell is not amusing, but it is neat and decent, peaceable and sage. Will it always be so? Will it be so long? It would be rash to affirm it. Up to now, the life of manufacturing has elsewhere proved little favorable to the preservation of severe morals. So it has been in France, as well as in England, Germany, and Switzerland...."

   Question: What do you think there was about Lowell's organization that would cause the Frenchman to talk about the "preservation of severe morals," and do you suppose his prediction that the Lowell society would not last was correct?

4. The following testimony was taken from a mule-skinner and describes what his living conditions were as a factory employee.

   Q. What is your business?

   A. I am a mule-skinner by trade. I have worked at it since I have been in this country--11 years.

Q. Are you a married man?

A. Yes, sir; I am a married man; have a wife and two children. I am not very well educated. I went to work when I was young, and have been working ever since in the cotton business; went to work when I was about eight or nine years old. I was going to state how I live. My children get along very well in summer-time, on account of not having to buy fuel or shoes or one thing or another. I earn $1.50 a day and can't afford to pay a very big house rent. I pay $1.50 a month for rent, which comes to about $6.00 a month....

Q. Do you have work right along?

A. No, sir, since that strike we had down in Fall River about three years ago, I have not worked much more than half the time, and that has brought my circumstances down very much.... And another thing that helped to keep me down: A year ago this month, I buried the oldest boy we had, and that brings things very expensive on a poor man. For instance, it will cost there, to bury a body, about $100.... Doctor's bills are very heavy--about $2.00 a visit, and if a doctor comes once a day for two or three weeks, it is quite a pile for a poor man to pay.

Q. They charge you as much as they charge people of more means?

A. They charge as much as if I was the richest man in the city, except that some of them might be generous once in a while and put it down a little in the end....

Question: What do you suppose a mule-skinner was? Do you think that many people lived like this man? How do you think labor unions relate to the issue of poor living conditions such as this man described?

2. In 1980, a coal miner wrote about his job and life in a magazine called the Independent. His account began:

I am 35 years old, married, the father of four children, and have lived in the coal region all my life. Twenty-three of these years have been spent working in and around the mines. My father was a miner. He died ten years ago from "miner's asthma."

Three of my brothers are miners; none of us had any opportunities to acquire an education. We were sent to school (such a school as there was...) until we were about 12 years of age, and then we were put into the screen room of a breaker to pick slate. From there, we went inside the mines as labor boys. As we grew stronger, we were taken on as laborers, where we served until able to call ourselves miners. We were given work in the breasts and gangways. There were five of us boys. One lies in the cemetery--50 tons of top rock dropped on him. He was killed three weeks after he got his job as a miner--a month before he was to be married.

Question: Do you think that miners had better or worse working conditions than factory workers? How do you think people went about trying to change these conditions, and how do you think mine owners responded?

6. In 1886, strikes in Chicago led to what is called the "Hay Market Riot," in which strikers and police alike were killed or injured. In 1892, strikers and guards fought a battle at Carnegie Steel Mills near Homestead, Pennsylvania, and ten people died. These are but two examples of many bloody encounters between workers wanting to organize and forces trying to prevent this.

   Question: Why do you suppose the idea of workers organizing would cause such terrible violence? What were some of the conditions and events that led to such disputes as the Hay Market Riot?

7. In 1881, Samuel Gompers and other craft union leaders left the Knights of Labor and formed an organization called the "Federation of Organized Trades and Labor Unions," later reorganized as the American Federation of Labor.

   Question: Who was Samuel Gompers, and why would leaders of certain types of unions feel the need to leave the powerful Knights of Labor to form their own organization?

8. In 1890, Congress, reacting to the American public's increasing suspicions of big business, passed the Sherman Antitrust Act. The purpose of this act, in theory, was to regulate the great business trusts and monopolies. Even though its passage had been advocated by labor leaders, once the law was put in force, it was in fact used as much against labor unions as it was directed against big business.

   Question: What were the conditions of the Sherman Antitrust Act that would allow such a turnaround to occur? Was anything done to change the Sherman Act?

9. John L. Lewis is a historical union giant who headed not only the United Mine Workers of America, but also the Congress of Industrial Organizations. John L. Lewis was an extremely controversial figure, as loved by his miners as he was hated by other interests in the nation.

   Question: How did this man achieve fame and power, and what is his main contribution to unions?

10. As late as 1937, workers were still fighting for the right to organize within a specific industry or factory. One of the last holdouts was Henry Ford, owner and president of the Ford Motor Company, who would not agree to allow his workers to organize. His resistance to organization eventually led to the "Battle of Overpass" in 1937.

    Question: Why did Henry Ford not want his workers to organize? What were some of the tactics Henry used to keep his workers from organizing? What was the Battle of Overpass, and what, if anything, did it resolve?

Exercise 2. There are various terms associated with unions. "Walkout," "wildcat strike," and "federal mediation" are but a few of the terms that pop up when issues related to unions make the news.

In the following activity, grouped into categories, are frequently used union terms. You should define each term correctly, write your definitions in the spaces provided, and bring the finished exercises to the discussion session.

(a) Define these terms associated with union personnel and career entry.

Apprentice Program _____

_____

Business Agent _____

_____

Foreman _____

_____

Hiring Hall _____

_____

Journeyman _____

_____

President, Union Local _____

_____

Shop Steward _____

_____

(b) Define these terms associated with legal issues and labor unions.

Arbitration _____

_____

Fair Employment Practices _____

_____

Labor-Management Relations Act (1947) _____

_____

Minimum Wage _____

_____

National Labor Relations Board _____

_____

Right to Work Laws _____

_____

(c) Define these terms which are associated with business when dealing with labor.

Black List _____

_____

Lock Out _____

_____

Open Shop _____

_____

(d) Define these terms which are associated with labor when dealing with business.

Boycott _____

_____

Closed Shop _____

_____

Picket Line _____

_____

Strike _____

_____

Sympathy Strike _____

_____

Union Label _____

_____

Union Shop _____

_____

Wildcatters _____

_____

SCORE SHEET: LABOR UNIONS

Ratings

1. UNACCEPTABLE--I would not take a job which had this.
2. UNDESIRABLE--I wouldn't really want a job which had this.
3. UNDECIDED/INDIFFERENT--I don't know enough about this, or it just isn't important enough to matter to me.
4. DESIRABLE--I would want this in a job.
5. NECESSARY--I wouldn't choose a job without this.

RATING FOR THIS TOPIC

☐

Careers

____ 1. poet
____ 2. pharmacist
____ 3. mayor
____ 4. sporting goods salesperson
____ 5. photographer
____ 6. chemist
____ 7. social worker
____ 8. accountant
____ 9. acrobat
____10. lawyer
____11. nurse
____12. carpenter
____13. recreation leader
____14. interior decorator
____15. cashier
____16. surveyor
____17. teacher
____18. secretary
____19. hair dresser
____20. composer
____21. coach
____22. radio announcer
____23. tailor
____24. salesperson
____25. counselor
____26. real estate agent
____27. signmaker
____28. dancer
____29. draftsperson
____30. reporter
____31. antique dealer
____32. electrician
____33. actor
____34. farmer
____35. police officer

SECTION IV

Summing Up

Notes to the Counselor

This section consists of a chart which can be used to develop a profile for each student, both in terms of the consistency of their attitudinal responses by topics and in terms of their overall impressions of the careers of jobs on the list.

To fill in the chart, have them take their 16 score sheets (at the end of each of 16 topics) and carefully enter the scores from the lines next to the careers in the appropriate boxes on the chart. (You will probably have to help some students with this, and spot-check their accuracy.) After they have the proper boxes filled (if you discussed five careers for each topic, they will have 80 of the possible 560 boxes filled), they can get total scores by adding across the column for each career, and averages for each career by dividing this number by the number of items used. They can get total and average scores for each topic by adding down the columns and averaging in the same way.

In interpreting the chart, consistency may be as important as the averages, and may be the best clue as to whether the student really understands what has been occurring during the discussions. (This, however, may also be a function of how well you have selected the careers in relation to each topic.) To do this perfectly, all jobs probably should be discussed in relation to all topics, which the author has assumed that no counselor would have time to do.

If the student has followed the process, however, the completed chart should provide the basis for a meaningful, one-to-one interpretation/discussion session with the counselor.

SECTION IV

Summing Up

In this section, you will arrive at a score for each of the jobs or careers you have discussed, by entering the number from the box on the score sheet at the end of each topic in the proper space in the chart on the next page.

You will probably not have a number in every box on the chart, since you will have discussed only five or so closely related careers for each topic. You will probably have an average of three or four scores for each career.

After you have all your scores entered, add each column across, and put the sum in the total column. Then divide that by the number of scores to get your average for each career (based on the scale on the score sheets).

Your counselor will help you with this, and will help you interpret your preferences after it is completed.

CAREERS:	REWARDS			REQUIREMENTS						ENVIRONMENT								
	Security	Achievement	Personal Fulfillment	Pay and Benefits	Educ./Special Training	Physical Demands	Adaptability	Responsibility	Commitment to Ideals	Involvement w/People	Leadership	Physical Surroundings	Emotional Climate	Independence	Variety	Labor Unions	TOTAL	AVERAGE
1. Poet																		
2. Pharmacist																		
3. Mayor																		
4. Sporting Goods Salesperson																		
5. Photographer																		
6. Chemist																		
7. Social Worker																		
8. Accountant																		
9. Acrobat																		
10. Lawyer																		
11. Nurse																		
12. Carpenter																		
13. Recreation Leader																		
14. Interior Decorator																		
15. Cashier																		
16. Surveyor																		
17. Teacher																		
18. Secretary																		
19. Hair Dresser																		
20. Composer																		
21. Coach																		
22. Radio Announcer																		
23. Tailor																		
24. Salesperson																		
25. Counselor																		
26. Real Estate Agent																		
27. Signmaker																		
28. Dancer																		
29. Draftsperson																		
30. Reporter																		
31. Antique Dealer																		
32. Electrician																		
33. Actor																		
34. Farmer																		
35. Police Officer																		
TOTAL																		
AVERAGE																		

SCORE CARD

SECTION V

Planning a Career and Finding a Job

Notes to the Counselor

This section contains two discussion topics--one suggesting some basic readings and general questions to consider in continuing the planning process after this sequence is completed, and the other providing two handy checklists for finding and applying for jobs. You might want to select five or so types of jobs and walk the student through the checklists. You may also wish to suggest additional readings for Topic A, help the students find a suitable contact person, and add questions to the list. This is intended as a transitional exercise, with materials they might want to keep for later use.

SECTION V

Planning a Career and Finding a Job

This section suggests two books you could read to find out more about the world you might be living in as you pursue your career. (There are others that your counselor may suggest.) It also contains a list of key questions you could ask someone in your community who holds one of the jobs you have identified as a possibility for you. (This could be one of your parents, a friend, an acquaintance, or someone your counselor can help you get in contact with.) You can, of course, do this more than once--even for every career identified as a possibility.

The last exercise in this section contains a helpful checklist of ways to find out about available jobs and to apply for them.

You may want to use all of these materials right away, but you also might wish to keep them (and this entire booklet) for future use.

TOPIC A: STUDYING A JOB IN TERMS OF THE FUTURE

Working by Studs Terkel and Future Shock by Alvin Toffler are examples of two books dealing with the need for workers to be flexible in the types of jobs they choose. During the last ten years, there have been many other books and articles concerned with the same thing. Why? Because jobs that a decade ago were performed by people have now been taken over by machines. In addition, some jobs have been phased out because our nation's priorities have changed. For example, due to the phasing down of our moon-space program, thousands of aeronautical engineers who worked on the NASA space program have been retrained for the jobs dealing with environmental protection and other ecological concerns. It is quite likely that within the next ten years, energy research (fission reactors, solar power, and coal/gas conversion) and urban/transportation research will become more important as sources of employment.

All of this is intended to alert you to the impact that trends in the labor market will have on your career. When we talk about the labor market, we are discussing two elements--supply and demand. Supply means the number of qualified workers for the various occupations, and demand is the need by business, industry, government, etc., for workers. If there is a high demand for upholsterers and you are a skilled upholsterer, you will have little trouble finding a job. If there is not a demand for upholsterers, you will probably not find a job. But if you can also repair television sets or sell insurance and the labor market is favorable for one of those jobs, then your flexibility will probably help you through any ups and downs in the labor market.

You can see how important it is to build some flexibility and mobility into your career planning and your jobs to assure yourself continuous employment after graduation. The following exercises will help you in gathering data about the mobility and flexibility of someone in your community whom you will interview. Your counselor will help you select a person (perhaps a parent, relative, or neighbor who works in the type of job you think you might be interested in). In the exercises that follow, we will call that person your "contact person."

Exercise 1. Write your ideas about what "mobility and flexibility" mean in terms of work.

Exercise 2. Fill in the answers to the questions below.

1. With his/her present skills, training, and education, what other occupations could your contact person pursue?

2. Can you and your contact person foresee a time when his/her present occupation will be phased out, or demand more training and/or education? Explain your answer.

3. In preparing for your contact person's job, for what other present or future occupations would you also be preparing?

4. Compared to your contact person's training and/or education, how would you alter your preparation for his/her job to make yourself eligible for the other present and future jobs you mentioned in the last question?

TOPIC B: FINDING A JOB

This topic has two activities. In the first, you will learn 11 things that sometimes have to be done to get a job, and then you will look at five jobs to see how many are required for each. In the second exercise, you will learn eight ways people find out about jobs, and you will look at the five jobs again to see which ways you would most likely find out about each one.

Checklists for the two activities are on the following pages. They will be completed during the discussion sessions with your counselor.

Activity 1. First, let's see what you may have to do to apply for each of several kinds of jobs. Your counselor will list five jobs; copy them down in the five numbered columns at the right. Then, from the discussion, put check marks in the boxes under each as you discover whether it is required. This will make a handy checklist for later use; you may want to keep it.

THE JOB REQUIRES:	Job Title 1	2	3	4	5
1. A resume					
2. A formal written application					
3. A physical examination					
4. A security clearance					
5. An interview					
6. Letters of reference					
7. A high school/college transcript					
8. Other special application requirements					
9. Taking a test					
10. A license					
11. Bonding					
Other (list)					

Activity 2. Listed below are eight ways that people find out about job openings. Usually, different kinds of jobs are found out about in different ways. Your counselor will list five jobs; copy them down as you did before. Then from the discussion, put check marks in the boxes under each as you discover how it is most likely to become known. This will also make a handy checklist which you may want to keep.

WAYS OF FINDING OUT ABOUT THE JOB:	Job Title 1	2	3	4	5
1. From my high school college placement office					
2. From a newspaper					
3. From a friend in the company					
4. From the state employment office					
5. From an employment agency					
6. From a magazine or journal ad					
7. From a personnel office memo or visit to a personnel office					
8. Other information sources (list)					

SECTION I

Rewards

Notes to the Counselor

1. This section contains four discussion topics that encourage students to look at job rewards in terms of achievement, personal fulfillment, security, and pay and benefits. Pay and benefits, although most students might place it first, has been placed last--in order that the students consider the others first, placing the tangible rewards in appropriate perspective. Obviously, they can be discussed in whatever order makes most sense to you.

2. For each topic, the students are given preparation activities--questions to answer, words and phrases to look up--to get them as ready as possible for the group or individual discussion (depending on how you choose to use the materials in your program). The questions could form the agenda for the discussion, with definitions handled as they come up in discussion. Or you could start with definitions and work the questions into them. This may depend on your own preferred approach, how much time you have, etc.

3. You will certainly want to supplement the material with your own probing questions (subtopics) as you go along. For example, in discussing security as a category of job reward, you might want to look at questions like the following:

   - What is the difference between a productive and a nonproductive worker?
   - What is the difference between a regular raise (based on time) and a merit raise (based on production)?
   - Which do you think more people would do--want regular raises based on time or raised based on production?
   - Can you list some careers in which regular raises are more important than raises based on production? Some careers in which production is more important in getting raises?
   - What is a layoff? What are some reasons why people get laid off?
   - What is a strike? What are some reasons why people strike?
   - Which do you think most people would do--work at a lower paid job which is secure, or take a higher paid job knowing that they might get laid off?
   - Try to list some careers in which security is more important than pay; in which pay is the most important.
   - Are there other important considerations in selecting a job?

- Can you name some careers that offer good retirement plans? Some that do not offer pension or retirement plans?

- How important is the retirement plan in selecting a job? At what age should someone worry about retirement in making a career decision?

4. As you plan each discussion, select up to five careers or jobs (from the list of 35 on the score sheet at the end of each topic, or some you may want to add or substitute) that are particularly relevant to the topic. Try to leave some time at the end for students to rate the overall topic (in the box on the score sheets, using the scale above it). Once they have a rating, they should then place this number on the line next to the careers discussed. Thus, they are rating both the importance of the topic and their reaction to the career in relation to the topic. Later, in Section IV, you can have them put these together to form a profile of each of the careers in terms of the topics discussed. The 35 careers were chosen to give a reasonable spread of topics across the careers, i.e., a match of several topics as important to each career and vice versa.

SECTION II

Special Requirements

Notes to the Counselor

1. This section contains seven discussion topics that group the most often asked questions about the kinds of requirements different careers or jobs may have. They cover such areas as education, special training, physical demands, adaptability. responsibility, commitment to ideals, involvement with people, and leadership. Based on your own logic system or your knowledge of the students involved, you may wish to discuss them in a different order than presented.

2. For each topic, the students are given preparation activities--questions to answer, words and phrases to look up--to get them as ready as possible for the group or individual discussion (depending on how you choose to use the materials in your program). The questions could form the agenda for the discussion, with definitions handled as they come up in discussion. Or you could start with definitions and work the questions into them. This may depend on your own preferred approach, how much time you have, etc.

3. As in the other sections, you will want to supplement the material with additional questions or subtopics. For example, commitment to ideals (Topic B) focuses on honesty and justice. Under "honesty," you might want to consider such questions as:

   - What do you think "company truthfulness" means? How is it different from "employee truthfulness"? Or is it different at all?
   - What is a "security investigation"?
   - Can you name some careers that might require a security investigation? Some in which employees' truthfulness (or trustworthiness) is especially important?
   - How important do you think that most people rate honesty in choosing a career?
   - Can you think of some careers in which most people think honesty is highly prized? Some in which many people think it might not be?
   - Is "honesty with coworkers" a different idea from "honesty with the public"? Or from "honesty with managers"? Or are they all the same?
   - Will most people consider this an important value in deciding on a career?

Under "justice," the following questions might be appropriate:

- What does fair treatment mean? Give some examples of unfair treatment.
- How many people care whether others receive fair treatment?
- What careers might be involved in helping others to receive fair treatment?
- What kinds of people might choose such careers? List some characteristics.
- What is a "complaint system"? How could it carry a punishment?
- What is meant by "company policy"? How could this protect the rights of a worker?
- What is a union? How could this protect the rights of a worker?
- What kinds of people would choose protection of rights as an important consideration in choosing a career?
- How important is this in choosing a career?
- What would be some careers which reward only on the basis of work done?
- What would be some careers that might reward on the basis of personality?
- Do you think that most people would agree on what "fair" and "equal" mean?
- How important is it to most people that they be treated fairly and equally?
- How important should this be in choosing a career?
- Most everyone now knows what race discrimination is. What is age discrimination? What is sex discrimination?
- Who is most likely to be affected by these types of discrimination?
- How many people, other than those directly affected by it, care about these kinds of discriminations? Do you think that there have been any recent changes in these numbers?
- What are some careers that might be affected by race, age, or sex discrimination?
- How important should a person's reaction to this be in choosing a career?

4. As you plan each discussion, select up to five careers or jobs (from the list of 35 on the score sheet at the end of each topic, or some you may want to add or substitute) that are particularly relevant to the topic. Try to leave some time at the end for students to rate the overall topic (in the box on the score sheets, using the scale above it). Once they have a rating, they should then place this number on the line next to the careers discussed. Thus, they are rating both the importance of the topic and their reaction to the career in relation to the topic. Later, in Section IV, you can have them put these together to form a profile of each of the careers in terms of the topics discussed. The 35 careers were chosen to give a reasonable spread of topics across the careers, i.e., a match of several topics as important to each career and vice versa.

SECTION III

Environment

Notes to the Counselor

1. This section looks at several major issues related to job environments--physical, emotional, people, job type, and union. There are six topic areas, which vary considerably in length and complexity. You should consider this in planning and assigning the discussion work. Labor unions, for example, are a large topic which you might want to break out into more than one discussion.

2. For each topic, the students are given preparation activities--questions to answer, words and phrases to look up--to get them as ready as possible for the group or inidividual discussion (depending on how you choose to use the materials in your program). The questions could form the agenda for the discussion, with definitions handled as they come up in discussion. Or you could start with definitions and work the questions into them. This may depend on your own preferred approach, how much time you have, etc.

3. As in the other sections, you may want to supplement the student materials in planning the discussions. For example, under "interpersonal relations" (part of Topic B), you might want to discuss such questions as:

   - What kind of person prefers to work alone? Consider personality, attitude towards people, etc.
   - What characteristics could make a person like to work as a member of a team?
   - What careers require working alone (other than sports)?
   - What careers require working as a member of a team (again, other than sports)?
   - How do people decide whether they want to work alone or in teams? How important is it to know one's own attitude toward this? How important is it to be able to work either way?
   - How do you think most people feel about working with members of the opposite sex?
   - Are there jobs that only women can do? That only men can do? If you think so, give some examples.
   - Can you list some careers that mostly women are in; some that mostly men are in? For each of these, is custom the main reason, or is there some specific requirement that limits the career?
   - Can you name some careers in which men and women participate about equally?

- Do you think customs and attitudes are changing on this subject?
- What is a client? How is this person different from a coworker?
- What kinds of careers might require you to see coworkers after working hours?
- What kinds of careers might require you to meet customers, buyers, sales people, or other clients regularly?
- What kind of person would you think would select these types of careers? Consider personality, attitude toward people, verbal skills, etc.

Under "independence" (Topic C), you might consider:

- Do you think that most people would like a career in which they are trusted to do things on their own?
- Why would a person not choose a career that trusts them to do things when left on their own?
- What kinds of careers trust you to do things when left on your own?
- What are some problems or difficulties when you are your own boss?
- What kind of careers allow you to be your own boss?
- Do you think that most people would like to be their own boss?
- Why would a person choose a career that would allow them to work steadily or in spurts, as long as they complete their work?
- What careers allow you to organize your work in your own way?
- What careers let you work steadily or in spurts, as long as you complete your work?
- Do you think that most people would like to organize their own work in their own way?
- Do you think that most people would like a career that allows them to come and go as they please, as long as they finish their work? Why?
- What careers allow you to come and go as you please, as long as you finish your work?
- Why would a person choose a career that lets them come and go as they please, as long as they finish their work?

Labor unions (Topic F) can be a controversial subject. The student materials contain two exercises related to the history of the labor movement and definition of some common terms necessary to informed discussion. If you decide to discuss this subject in depth, here are two additional exercises that will help you to do so. They are not in the student edition, so you will have to reproduce them.

Exercise 3. The strike is a union's most powerful weapon when negotiating a new contract or protesting an employer act or working condition. Simply defined, a strike is an organized work stoppage by a group of workers who want to force the employer to meet their demands. What makes the strike such a powerful weapon is not only the financial loss incurred by the specific employer/organization being struck, but also the fact that one striking group can affect the functioning of the entire economy. For example, when steel workers go on strike, all other industries and businesses which depend on steel for the production and distribution and sales of their goods are affected. In 1966, striking airline machinists tied up air traffic for the entire nation.

Needless to say, the right to strike is a very controversial issue to many people. Union members consider the strike as a sacred right and will honor the picket lines of other strikers. Because strikes can tie up the economy so drastically, innocent individuals affected by a strike tend to become angry. Examples might be the business person who loses out on an important long-distance call because the Communication Workers of America are striking Bell System, or the individual who has to cancel or reschedule an important trip because the airline machinists are on strike. For some time, debate has continued over whether or not people holding critical jobs have the right to strike. For example, do doctors, police, and fire forces really have the right to strike if a city's health or safety depends on them?

This exercise is designed for you to state your opinion on which groups do and do not have the right to strike.

The broken line below represents a continuum, ranging from an absolute right to strike at one end to no strike rights at all at the other end. Below this continuum line is a list of occupations. Indicate your opinion of each occupation's right to strike by putting the number of the occupation at a point on the line where you think it fits.

1. School teachers
2. Police officers
3. Workers in a chemical factory
4. Coal miners
5. Automobile mechanics
6. Doctors
7. Professional athletes
8. News reporters
9. Soldiers
10. City bus drivers

Based on your opinions marked on the continuum, fill in the answers to these questions:

1. I felt the following groups had an absolute right to strike because (list reasons and groups):

_____

_____

_____

_____

2. I felt the following groups had absolutely no right to strike because (list reasons and groups):

_____

_____

_____

_____

3. I felt the following groups had the right to strike under certain conditions which are (list conditions and groups):

_____

_____

_____

_____

Be prepared to discuss your ratings in class, in order to determine how and why other students would have ranked the groups. When you have finished, fill out the questions below:

1. After my discussion with them, I found out that...

____ their rankings were the same as mine.

____ their rankings were different from mine, but our discussion did not cause me to change my rankings.

____ their rankings were different from mine and, based on the discussion we had, I changed my initial rankings.

2. If you checked the last response in question 1, explain which rankings changed and why.

_____

_____

_____

_____

_____

Exercise 4. There are several different types of unions and union organizations.

Types of Unions

The term union is applied to many types of collective organizations. Listed below are the four major types of labor unions. Beside each term, write a definition for that type of union and explain how it is different from the other three.

1. Industrial union

_____

_____

2. Trade or craft union

_____

_____

3. Independent union

_____

_____

4. Company union

_____

_____

Union Organization

Unions are organized on three different levels--the local chapter, the national union, and the federation. In the space below, briefly define and describe each one, including their separate functions and goals.

1. Local chapter

2. National union organization

3. Union federation

Affiliation

With a few exceptions, most major unions in the United States are affiliated with the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO). By using research materials suggested in the reference list, or by calling or writing to the state chapter of the AFL-CIO, find out the answers to the two questions below, and write your answers in the space provided. Make sure you use complete sentences.

1. Describe the main duties and goals of the state AFL-CIO.

2. Describe the main duties and goals of the national AFL-CIO.

Independent Unions

Using the resources, find out the names of four major labor unions that exist nationally, but are not affiliated with the AFL-CIO. Write the names of the unions in the spaces below, and then fill out the second item, which asks you to list as many advantages of independence vs. affiliation as you can think of.

1. Four major independent unions:

(1) _____

(2) _____

(3) _____

(4) _____

2.

Advantages of Affiliation with AFL-CIO	vs.	Advantages of Independence

Advantages of Affiliation with AFL-CIO	vs.	Advantages of Independence

REFERENCES FOR FINDING OUT ABOUT LABOR UNIONS

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11. "Political Justice: The Haymarket Three." Columbus: Xerox Education Corporation, 1972.

12. "The Progressive Era." Columbus: Xerox Education Corporation, 1971.

13. Weller, Jack E. Yesterday's People. Lexington: University Press of Kentucky, 1965.

14. Zagaria, Sam, Ed. Public Workers and Public Unions. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

4. As you plan each discussion, select up to five careers or jobs (from the list of 35 on the score sheet at the end of each topic, or some you may want to add or substitute) that are particularly relevant to the topic. Try to leave some time at the end for students to rate the overall topic (in the box on the score sheets, using the scale above it). Once they have a rating, they should then place this number on the line next to the careers discussed. Thus, they are rating both the importance of the topic and their reaction to the career in relation to the topic. Later, in Section IV, you can have them put these together to form a profile of each of the careers in terms of the topics discussed. The 35 careers were chosen to give a reasonable spread of topics acorss the careers, i.e., a match of several topics as important to each career and vice versa.

SECTION IV

Summing Up

Notes to the Counselor

This section consists of a chart which can be used to develop a profile for each student, both in terms of the consistency of their attitudinal responses by topics and in terms of their overall impressions of the careers of jobs on the list.

To fill in the chart, have them take their 16 score sheets (at the end of each of 16 topics) and carefully enter the scores from the lines next to the careers in the appropriate boxes on the chart. (You will probably have to help some students with this, and spot-check their accuracy.) After they have the proper boxes filled (if you discussed five careers for each topic, they will have 80 of the possible 560 boxes filled), they can get total scores by adding across the column for each career, and averages for each career by dividing this number by the number of items used. They can get total and average scores for each topic by adding down the columns and averaging in the same way.

In interpreting the chart, consistency may be as important as the averages, and may be the best clue as to whether the student really understands what has been occurring during the discussions. (This, however, may also be a function of how well you have selected the careers in relation to each topic.) To do this perfectly, all jobs probably should be discussed in relation to all topics, which the author has assumed that no counselor would have time to do.

If the student has followed the process, however, the completed chart should provide the basis for a meaningful, one-to-one interpretation/discussion session with the counselor.

SECTION V

Planning a Career and Finding a Job

Notes to the Counselor

This section contains two discussion topics--one suggesting some basic readings and general questions to consider in continuing the planning process after this sequence is completed, and the other providing two handy checklists for finding and applying for jobs. You might want to select five or so types of jobs and walk the student through the checklists. You may also wish to suggest additional readings for Topic A, help the students find a suitable contact person, and add questions to the list. This is intended as a transitional exercise, with materials they might want to keep for later use.